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AUTHOR	Adelman, Clifford
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ABSTRACT

Issues concerning school/college programs and the transition to postsecondary education are discussed, based on program information provided to the National Commission on Excellence in Education. A major concern was the use of time allocated for learning between ninth grade and the attainment of a postsecondary credential. The college/school programs involved time-condensed credentials, expansion of content within allocated time, college credits in high school, and similar approaches directed at the college-bound student. Another focal area was the raising of expectations through outreach and recruitment efforts. This involved a variety of prematriculation strategies designed to motivate and prepare disadvantaged, underprepared, and/or poorly counseled students for postsecondary education, to track them into demanding academic programs, and to recruit them into college. The final focal area was the development and exchange of academic personnel. These programs seek both to eliminate redundancies in the secondary and postsecondary curriculum and to enrich the content of the secondary school curriculum by using college faculty in secondary schools or through cooperative faculty development projects in specific academic disciplines. Seventeen brief descriptions of college programs are included. (SW)

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THE TRANSITION FROM SECONDARY TO POSTSECONDARY EDUCATION:

A Few Exemplary Programs

by Clifford Adelman

U.S. DEPARTMENT OF EDUCATION
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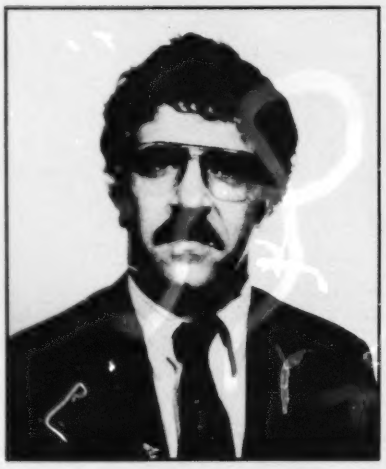
One of the more ambitious projects of the National Commission on Excellence in Education was gathering and analyzing profiles of programs addressing a variety of problems, trends, and challenges in higher education. The Commission undertook this venture in response to Secretary Bell's charge "to review and describe educational programs . . . preparing students who . . . meet with uncommon success the demands placed on them by the nation's colleges and universities."

In response to requests sent through the American Council on Education to nearly 3300 postsecondary institutions, the Commission received information on about 350 programs from over 200 colleges, community colleges, and universities. The requests included 11 questions to be addressed in the preparation of program profiles, questions designed to help the commissioners and staff understand how postsecondary institutions define the problem, constituencies for the program, its measures of success, and so on.

In light of the School/College Partnership theme of the 1984 National Conference on Higher Education, AAHE asked Clifford Adelman of the National Institute of Education to prepare an extract from the section of the first "volume" of this material; the section is titled "The Transition from Secondary to Postsecondary Education: School/College Cooperation."

The Framework

The National Commission on Excellence in Education received information on approximately 60 programs dealing with school/college cooperation and/or post-matriculation aspects of the transition issue. There were a number of frameworks within which this material could be organized. First, the commissioners chose the concepts of time, content, expectations, teaching and leadership; we attempted in these profiles to reflect those concepts. The second was the *cui bono* (who benefits?) principle. In a matrix, the two generated the following analytical framework:



Clifford Adelman is project officer for NIE's study group on "The Conditions of Excellence in American Higher Education" and executive secretary to the Institute's national study group on postsecondary research centers. Before joining NIE, Mr. Adelman served as associate dean and assistant vice president for academic affairs at the William Paterson College of New Jersey.

- *Reallocating Academic Time and Content,* i.e. programs involving time-condensed credentials, expansion of content within allocated time, college credits in high school, and similar approaches directed at the unquestionably college-bound high school student.
- *Raising Expectations: Outreach and Recruitment,* i.e. a variety of pre-matriculation strategies designed to motivate and prepare disadvantaged, under-prepared, and/or poorly counseled students for postsecondary education, to track them into demanding academic programs, and to recruit them into college.
- *Academic Personnel Exchange and Development,* i.e. programs that seek both to eliminate redundancies in the secondary and postsecondary curriculum and to enrich the content of the secondary school curriculum by using college faculty in secondary schools or through cooperative (secondary/postsecondary) faculty development projects in specific academic disciplines.

In this article, we will take up these categories in order, expanding on what seems to be at issue in each, and then provide abstracts of exemplary programs we believe illustrate the major variables.

Reallocating Academic Time and Content

A major concern of the school/college programs we examined was the use of time allocated for learning between the 9th grade and the attainment of a postsecondary credential. By custom (and often, by law), we set expectations for student progress through the system that are measured by proxy

units for time (credits, Carnegie Units, etc.). Many of the notable programs designed for college-bound students assume that students should be able to move through the continuum of education at their own pace and by virtue of demonstrable achievement, not by an actuarial time-table. This counter-tradition in American education was born of consideration for the needs of more gifted students and has been manifest for a quarter-century in programs that shorten the time to postsecondary credentials *without measurably increasing the amount of learning, or content.*

A complementary strategy also turned up in our materials, namely, that which aims to increase the amount of student learning within the customary allocation of time. This strategy implies that credits are nice but not necessary, besides, we know that a majority of college students now take more than four years to complete the B.A. (and more than two to complete the A.A.).

Self-Contained Programs: Time Condensed Degrees

Matteo Ricci College: A noted experiment is the Time Condensed Baccalaureate that moves students from grade 9 to a grade 14 B.A. . . . dominated by 3-year integrated courses in composition, aesthetic development, unified science, foreign language, mathematics, cultural studies, religious development, humanistic inquiry, and psycho-physical development . . . Impact is measured by the ACT Comprehensive Outcomes Measurement Project examination and by comparing ACT scores with control groups (local and national). Results show Matteo Ricci students performing at comparable or higher levels.

Simon's Rock of Bard College: It would be a mistake to think of the "Early College" of Simon's Rock as simply a time-shortened degree strategy . . . It is a thoughtful institutional recognition of the fact that cognitive, social, and moral development is not strictly correlated with age. The program is intended for the type of student who is difficult to describe in traditional terms; he/she is above average in academic aptitude and high school achievement, but also possesses a degree of maturity and intuitive preparation for the radically different teaching and learning styles expected in higher education . . . Longitudinal and comparative studies of graduates demonstrate a significant amount of value added on developmental cognitive, moral, and aesthetic measures.

Clarkson College of Technology: The Clarkson School's "Bridging Year Program" . . . brings 20-30 high school seniors to campus for a residential year during which they take a full schedule of freshman courses with college students, but live in separate residences . . . Part of the educational process includes attention to co-curricular areas of personal development; the Clarkson program requires students to earn "self-development units" in human relations and communications skills, physical conditioning, and awareness of the arts and the place of professionals in society . . . Academic performance of Bridging Year alumni exceeded expectations for regular Clarkson students.

Project Advance and its Replicas: Eliminating Redundancies

Syracuse University: Generally regarded as the most successful and highly replicated model of college course-taking by high school seniors, Project Advance serves 75 high schools and 4100 students in four states . . . its strategy is to train and deputize high school teachers to offer credit-bearing college courses as part of the regular academic program of the high schools . . . courses are carefully monitored by University faculty and Project staff (who visit each class and check student papers and examinations) . . . What struck us was the impact of the program on *both* the secondary and postsecondary *curriculum.* While the evidence is a bit soft, some participating high schools have "geared up" their 9th-11th grade curricula . . . and some departments at the University have made adjustments in course content and structure.

University School/Kenyon College: A federation of six northern Ohio independent schools offers various Kenyon College freshman year courses for credit . . . each tries to imitate as closely as possible a college environment . . . As is the case with Project Advance, Kenyon selects the teachers in the schools and develops materials and methods with them. But Kenyon also selects the students . . . A follow-up self report survey is sent to students in their freshman year of college. Approximately half of those responding received college credit, but a far higher percentage noted the value of the program as preparation for collegiate demands.

Clackamas Community College (Oregon): . . . Another variation on Project Advance, the Alternate College Credit Plan has been in operation since 1977 . . . High school juniors and seniors must be recommended to participate. The individual high school proposes the courses (including syllabi, objectives, and final examination) to the college, which reviews and approves them for college credit . . . The high school teacher is not designated as an adjunct faculty member, but approves student applications for college credit at the conclusion of the course . . . This approval, however, is subject to final review by an evaluation specialist at the college.

Summer Programs in a New Key

University of Iowa: The Secondary Student Training Program has focused on gifted high school students with interests in science and mathematics since 1960 . . It employs group training in skills and processes and individual investigations in traditional classroom courses, field-based courses, and research practicums in which students are placed in supervised positions in research laboratories . . . Curricula for this program are developed by teams of secondary school teachers, undergraduate teacher education majors at Iowa, and college faculty from the scientific disciplines, a process that provides for extraordinarily close working relationships between the University and local school districts as well as a unique training opportunity for future teachers.

University of Iowa (again): The reallocation and enrichment of academic content at the secondary school level in preparation for higher education can also involve

the performing arts . . . We found particularly interesting a Gifted and Talented dance program for pre-collegiate students . . . It exhibits extraordinary awareness of the cognitive and social skills necessary for dance that are also applicable to college-level academic work and life, and which are thoroughly tested as part of the audition process. These include auditory language skills, visual-spatial relationships, memory, and self-concept. A number of hypotheses concerning the relationship between these factors and learning have been built into what promises to be a most enlightened research component of this program.

Michigan Technological University: The Women in Engineering Program . . . was designed to develop awareness of engineering careers in secondary school women with high academic potential . . . In a one week workshop, the students are introduced to the major areas of engineering and technology and have the opportunity to perform laboratory exercises typical of work in those fields . . . A follow-up study of participants in WIE from 1973-1979 indicated that 60 percent of the college enrollees chose engineering as a career.

Raising Expectations: Outreach and Recruitment

Programs in this category recognize that access to higher education is neither a dulling slogan nor a passive policy, and that there are students of great potential and poor preparation who need special programs to move them into successful postsecondary careers. Some of these programs also address students whose ignorance of what postsecondary education can do for them is great, and whose motivation to continue their education is low. Thus the programs range from academic efforts parallel to those discussed in the previous section and guidance and advisement services, to testing and diagnostic interventions.

The staff noted that roughly half of the profiles received in this category described programs to motivate, recruit, and prepare minority students (principally black) for college work and careers in science, engineering, and—most of all—the health professions. The reasoning behind the latter seems to be that, of all the occupational goals that might motivate targeted minority students to study math and science, those in the health professions are most familiar and attractive. Thus, while we might ask whether these particular efforts eventually pay off (something one could not determine for a decade), and while we might ask what return on the investment would be acceptable given the considerable risks involved, it might be wiser to look at the outcomes in terms of increased knowledge of math and science on the part of black students, and perhaps increased representation in occupations requiring such a background—whether or not in the health professions.

University of Wisconsin-Parkside: Project CHAMP is directed specifically at underprepared minority high school students, and is designed to increase their motivation, encourage them to take more challenging courses in high school, strive for appropriate career goals, and undertake postsecondary study . . . It involves workshops ranging in length from two days to six weeks (summer), with an exclusive emphasis on academic subjects. A variety of allied motivational strategies are employed, including vocational interest inventories, career seminars, and regular telephone conversations with students, parents, and high school personnel. The latter is important to us, as colleges often forget to follow-up on their summer efforts with high school students during the following academic year.

La Guardia Community College: The Middle College High School is a notable instance of an urban college taking risks with high-risk high school students and succeeding within a framework of modest objectives. The Middle College has been an enclave within La Guardia for 10th-12th grade students identified by high school guidance counselors as potential dropouts . . . The program stresses personal and career development as a mode of bringing alienated students back into the system, and uses an internship in a community services project (a modified cooperative education model) for one quarter each year . . . While many students in the program earn college credit, that issue is secondary to the development of a sense of the continuum of education and a commitment to learning . . . 85% of the graduates to date have gone on to college.

Xavier University of Louisiana: Project SOAR is a pre-matriculation summer program that seeks to enhance the problem-solving abilities of students who indicate an interest in mathematics, science, or the health professions. Based on Piagetian theory, the core of the academic program consists of 25 three-hour laboratory experiments that stress the major components of problem-solving . . . Each lab is organized in a learning cycle format with exploration, invention, and application phases . . . Students engage in activities designed to improve vocabulary, note-taking ability, and ability to visualize in three dimensions (a visual literacy skill required for college-level work that is often overlooked) . . . Limited to students accepted for admissions, the program carries no academic credit . . . Pre- and post-tests of formal reasoning show considerable value added; science enrollments have more than doubled.

University of Illinois at Chicago: The Early Outreach program uses a long-term strategy to prepare a pool of disadvantaged minority applicants for entry into health professions schools. By providing curriculum enrichment and career guidance starting in the middle school years (grades 6-8), the program seeks to stimulate high school completion and college attendance . . . One of the more unusual of the non-academic criteria for student selection is a constellation of variables called "family support," formulated with the recognition that family commitment is critical to the long preparation period required for careers in the health professions . . . Students in Early Outreach have made greater academic gains than those in control groups and are able to define their career goals more realistically.

St. Edwards' University (Texas): The Migrant Attrition Prevention Program is a unique undertaking in relation to a very distinctive population. Children of

migrant laborers receive very inconsistent and eclectic educations; they may accumulate partial transcripts from a dozen high schools, evidence a high drop-out rate, and are at a severe disadvantage in terms of access to higher education. The program brings over 200 of these students from approximately 30 cooperating Texas school districts to campus each summer. For students just completing the 9th grade, the summer program is an academic one . . . For students just completing the 11th and 12th grades, the program involves both study and part-time jobs . . . Over 90% of participating students since 1975 have either graduated from high school or are still enrolled.

Academic Personnel Exchange and Development

These are programs directed principally at secondary school teachers in cooperation with college faculty, but they are *not* in-service programs. Rather, they seek both to enrich the secondary school curriculum and to heighten the appreciation of pre-college education on the part of college faculty. Impact on students is a secondary consequence of these projects.

Illinois Institute of Technology: The College/High School Teachers Interaction Project and the Illinois State Physics Project, which have now merged, may serve as a model of an informal metropolitan network of science teachers. Operating in four high schools and six colleges, . . . the faculty group meets monthly and employs a phenomenological approach to sharing ideas for the improvement of teaching . . . i.e. the group actually works through experiments and demonstrations . . . The objective is to find strategies that will arouse student curiosity. The program has been operating for 11 years without any extrinsic rewards for participants.

Herbert Lehman College/CUNY: The Writing Teachers' Consortium is a comparatively new program aimed at faculty development in 28 New York City high schools . . . Both Lehman College faculty and peer high school faculty engage in on-site training, retreats, and summer seminars designed to realize a writing-across-the-curriculum program in each participating high school and to develop local leadership for that program . . . For the 300 teachers involved in the program, the key objective is to internalize the notion that all learning, as a process, is similar to writing . . . Participating teachers create course syllabi and instructional materials to fit the unique needs, strengths, and weaknesses of particular schools. Ethnographic research on student writing and teacher-student interaction is constantly being fed into the project.

California Council for the Humanities: A variation on the concept of the National Humanities Faculty, "Humanists in the Schools," is designed to link schools, universities, and other local cultural institutions in partnership. It places university humanities faculty in public schools for long-term residencies (not occasional visits) designed to strengthen the curriculum in literature, art history, classics, and history. The initiative lies with the local school district . . . The faculty member works with a teacher team and students are involved in both research and other activities with community cultural and civic organizations . . . The program has been in operation in ten schools in three major school districts.

Other programs reviewed in the Commission's report include: Henderson County Junior College (TX), Concurrent Enrollment Program; C. W. Post Center/Long Island University, Freshman Advanced Study; Appalachian State University, Admissions Partnership; University of Pittsburgh, College in High School; Staten Island Continuum of Education, Bridge Programs; Univ. of South Florida, Summer Gifted Programs; City College of New York, Select Program in Science and Engineering; Academy of the Sacred Heart (Chicago), Final Project; Orange High School (Pepper Pike, OH), Senior Project; Ohio State University, Early Mathematics Placement; William Paterson College of New Jersey, Pre-Professional Outreach; Jefferson Community College (KY), Recruitment/Retention Project; Muskegon Community College (MI), Pre-Admissions Project; Edinboro State College (PA), Trial Admissions; City University of New York, Articulation Programs; and National Humanities Faculty, Visiting Faculty Program.

Programs receiving briefer mention in the report include those at: Skidmore College (NY), King College (TN), East Carolina University (NC), Indiana State University, Beloit College (WI), Hawthorne High School (NJ), New York City Technical College, U.C.L.A., Long Island University, Univ. of Oklahoma at Oklahoma City, Pace University, and St. Edwards' University (TX). ■

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